

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter is describing some theories functioning as the basis of the research and the previous study.

2.1 *Learning Express* Program

Learning Express program is the result of discussion and collaboration between director of OSP from *Singapore Polytechnic* (SP) and also province rector assistant in IRO (Mr. Soeparto). The history both of them agree to conduct OSP in University of Muhammadiyah Malang (UMM). The collaboration happen in project called *Learning Express* program and the project based using Design Thinking (DT) methodology to solves the problems and make innovation social project. The founder of learning express in University of Muhammadiyah Malang (UMM) is Mr. Soeparto as assistant IRO office at the time and OSP Director from Singapore Polytechnic (SP). *Learning Express* program held by Singapore Polytechnic (SP) as credit of their project. This program started from March 2014 inaugurated to collaborate with University of Muhammadiyah Malang (UMM) through IRO in the international cooperation program.

The purpose of the *Learning Express* program is to collaborate between University of Muhammadiyah Malang (UMM) and Singapore Polytechnic (SP) to create concrete solutions, either make tools, build prototype, build something, create new way, build new skin business model program with find new way to conducted their business. In addition, kind of solutions this program is provide to

try another thing related to business example advertising how to a brand the product or service.

Moreover, the MOU program is held in every 5 years and the first contract approval signed in 2014. This program was executed by IRO and the participants from University of Muhammadiyah Malang (UMM) students that selected, connected and founded by IRO and also in the first *Learning Express* in 2014 until 2016 founded by IRO and at a salary of 500,000 per person. After that, *Learning Express* program self-founded start at 2017. The reason for the Singapore Polytechnic (SP) contract extension was because University of Muhammadiyah Malang (UMM) was the most reliable partner for human resources from University of Muhammadiyah Malang (UMM). The quality and participant are continuing to increase and give satisfaction to Singapore Polytechnic (SP) and University of Muhammadiyah Malang (UMM) gets the title of the best partner in ASEAN. The special thing about this program is even though this is a student activity that basically gets the sign from MAWA for permission to lecture, but for *Learning Express* program was directly signed by the University of Muhammadiyah Malang (UMM) RECTOR in the form of support for this program.

2.1.1 UMM Buddies

The availability of University of Muhammadiyah Malang (UMM) buddies are to assist the foreign students while conducted the research in local community. The coordinator of the learning express program during of Trainer in September 2015 mentioned about University of Muhammadiyah Malang (UMM)

students who help students of Singapore Polytechnic (SP) to develop their critical thinking, transferring information, and retaining knowledge that leads to self-actualization. The aims of buddies are not merely on their existence as tour guide, but also as a partner who spilled out their idea, link them who society through language transfer, and personal leper toward a problem who comes in any possible way. Buddies has been selected through a series of test, by document selection and interviews. The recruitment to become a buddy, mention some criteria that elaborated includes:

- Being UMM active student and having good GPA score of >3.00
- Having a good English competence in communication skills (doing presentation in clear and logical manner)
- Having cognitive skills (attracting the audience attention).

2.2 Speaking Problems

2.2.1 Definition of Speaking

According to (Richards, 2008) stated "When people meet, they exchange greetings, engage in small talk, recount recent experiences, and so on, because they wish to be friendly and to establish a comfortable zone of interaction with others". It means that speaking is the most important aspect in oral communication. In another hand, how human stay to connect each other are speaking ability and being good.

2.2.2 Problems of Speaking

Problems is one of the things that can stimulate the brain. Problems also is a study when you know so well and you can look with easy the weakens. It is possible to be assessed in terms of statics or dynamic, which is defined Blench and Funke (2010), Klime (2004), Wirth and Klime (2004). However, the definition of speaking problems is the difficulties of deliver what you feeling. Language problems is one of the most reasons behind poor academic performance (Doris and Jessica, 2007). Speaking problems makes someone feel unconfident to carry out conversation as one of the abilities to use english, especially lacks of speaking ability. Linguistics problems are becoming a problem because students have the lack of ability in speaking can influence the performing in speaking. There are some linguistic issues affecting the ability of students to communicate. According to (Thornbury, 2005) Learners speaker face two factors of speaking problem those are knowledge factors that means linguistics problems and skills factors that means non linguistics problems. This steatment is line with (Hadijah, 2014) found that students faced problems in English speaking not only because they had poor knowledge of the components of speaking skills, such as pronunciation, grammar, vocabulary, fluency and understanding, but also non-language causes, such as lack of speaking ability, lack of confidence, lack of speaking practice, lack of time management, lack of speaking content, and exposure concerns.

2.2.2.1. Linguistic Problems

Linguistic is study of language approach such as structure, vocabulary, and pronunciation (Spolsky & Hult, 2008). Linguistic problems are the problems that

make students who speak poorly. Based on (Richards, 2008) states that in speaking, there are some common learner's problems, such problems are lack of vocabulary to speak, lack of grammar, lack of pronunciation.

a. Lack of vocabulary needed to talk

Vocabulary is an actual word or a number of meaningful words. According to (Kamil and Hiebert, 2005), vocabulary is typically the understanding of words ' meanings. The words come in two ways at least; oral and paper. Oral vocabulary is the set of words when we speak or read orally for which we know the meanings. Though print vocabulary consists of terms that are understood to mean when we write or read in silence.

Words issues are when someone lacks the words they need to say and confuses how to incorporate the vocabulary in a good composition. According to Khan (2005), the number of students learning English as a foreign language is having trouble using word and expression to speak. Other than that, Davies and Pearse (2000) claims that *"in the real communication, nobody paid much attention to the correct grammar expression, but emphasized the content and how to reply."* Moreover, when they use the proper vocabularies to make good combination of speaking as the target language speak, it will be challenging.

Vocabulary constraints related to the student's inability to produce proper words in a sentence. According to Kayaoglu and Saglamel (2013) problems with vocabulary are twofold: first, the insufficiency of enough L2 words for communication and the seconds is the problems while recalling suitable words

when speaking in L2. One of students in Batiha *et al.* (2014) explicates that difficulties in vocabulary.

b. Lack in Grammar

Grammar is an examination where the sentences are organized and designed. According to CelceMurcia (2001), grammar become difficult because learners do not learn structures one in a time. Even the learners appear to have mastered a particular structure, does not means they mastered in grammar, and the real meanings learners can speak English.

Grammar is constraints associate with students' deficiency of L2 grammatical knowledge. Based on Gkonou (2014), a Greek student confesses that grammatical features in L2 that put her in frustration because she has to used correct grammar while speaking in her foreign language class. Problems related to grammar mastery, will make students uncomfortable when they were speaking in L2 because they lack of L2 grammar knowledge. Moreover, they will produce many gap fillers such as "emm" or "err" while speaking gain in more time to think about what is the correct form or pattern of a sentence they are going to express with (Kayaoglu and Saglamel, 2013).

Students will face greater difficulty to speak in correct tenses if they experience in daily activities to speak English very well. Overly anxious students will have difficulty in concentrating. Therefore, it will become harder for the students to stay relax and think about the correct tenses of a sentence they are going to say.

c. Lack of Pronunciation

In all other aspects of foreign language learning, such as syntax or vocabulary, pronunciation is as required. Second or foreign language learners such as Indonesian learners are also required to speak English as a native speaker of course. A second language learner must master the individual feature of the sound in a new language, according to Hinkel (2005). In addition, being able to speak spontaneously like the native speaker itself will be perfect for the learners. According to Burns (2003), it is more necessary for English speakers to be able to achieve: intelligibility (speakers generate sound patterns that can be understood as English), understandability (the listener can understand the meaning of what is said), interpretability (the listener can understand the purpose of what is said).

To get clear communication and get the meaning of some conversation are Critical for communication. The specific features that can affect sound quality in English are: Burns (2003) supreme segmental features: linking, intonation, and word stress. Though features of the segment: phonemes; sounds of consonant and vowel. Therefore, great pronunciation is very important to develop a speaking skill. Pronunciation constraints related to student inability to produce correct pronunciation of L2 words. Proper pronunciation is important in L2 communication because of its prompt effect to make others understand with our saying.

2.2.2.2 Non Linguistic Problems

Psychological problems are another problem can face in speaking ability to become a good English speaker. Psychology is the research or analysis of their

relationship with the world of the thought processes and actions of humans and other animals. Mental health problems that interfere with emotional or physical wellness.

The psychological problems in speaking performance bring negative effect performance in speaking. According to (Xinghua, 2007), psychological problems are problems that often interfere with your emotional and physical wellbeing, relationships, success of work, or change of life, such as nervousness, lack of self-confidence and fear of speaking. These issues can affect the performance of students in their speech. However, in his study Khan (2005) states that some of his participants have psychological problems in their speech. It highlights that students are also impacted by psychological problems.

a. Lack of Self-Confidence

The great problems in speaking performance is lack of self-confidence. Such issues make students think they won't be a good English speaker. It is commonly understood that learners are typically deficient in confidence when learners know that they are not heard by their communication partners or when they do not understand other speakers. Moreover, according to He and Chen (2010), their poor ability to speak English is the "main cause of student confidence. In addition, several students think that their English is poor and feel like they do not speak English well. That's why trust plays a key role in how English learners can get it. This problem actually arises due to lack of practice. In English speaking, practice has important rules. According to Thornbury (2005), the big factor influencing speech failure is a lack of

practice. Practice here means that the speaker, using English, is real interaction or communicating and it is not related to grammar and vocabulary. When the learners speak, these factors can affect the loss of confidence. Usually, students with low confidence tend to be hearing.

a. Anxiety

Anxiety as a subjective feeling of tension, apprehension, nervousness and worry associated with the arousal of the nervous system, it is defining anxiety cited in (Mahmoodzadeh, 2012). According to Rochelle et al. (2011), students in the Philippines are studying the causes of anxiety in English language learning. It has been found that “the employment of this strategy enables the learners to take charge of their own learning as this serves as their basic aid to learn other macro skills in the target language.” In this situation, students could end up saying nothing to their interlocutors or to their audiences. They may face certain feelings such as nervousness, anxiety, worry, shyness, fear or fear of something worse if they try to speak better. Students need to understand their own psychological problems and to be able to speak English better in the future, they also need to deal with their own anxiety.

Previous research from Fitriani, et.al (2015) the result of the language problem is 22.16% of grammar. Followed by a vocabulary that gains 20.19% overall. Furthermore, with a total percentage of 16.25%, pronunciation has also become the problem that affects the speaking performance of students. The average percentage of language issues is 19.53%. While the psychological problems have two problems with the speech performance of students; lack of

self-confidence and anxiety. The amount of self-confidence is 20.11%. Anxiety is increasing by 21.27%. The average percentage of these psychological problems was 20.70 percent faced in their speaking quality by FKIP Tanjungpura University Pontianak's third-semester English Education Study Program students.

